# High School English

A Suggestion for Substitution by Arthur Kyle Davis

(The following paper was read, by invitation, in Madison Hall, at the University of Virginia, on Saturday, June 22, 1807, before the Association of High School Teachers of Virginia by Arthur Kyle Davis, president of the Southern Female College of Petersburg, Va. On motion, Mr. Davis was requested to furnish a copy of the paper to the Committee on Course of Study for High Schools.)

for High Schools.)

Mr. Chairman and Members of the seciation.—On receiving your invitition to speak on a topic of high shool work, my first feeling was that uch an undertaking might well give ause to the boldest private college and of us all, for while we may, and iften do, advance many criticisms of his work from the safe vantage ground of our own lecture-rooms. It smacks of foolhardiness to rush into this presence with rash or harsh opinion. It will, therefore, be my aim to tread gently, both because I have no desire to beard the lion in his den, and also because I know that we, too, fall far short of the possible best in methods and results.

And yet, in all medesty and in all sincerity I shall attempt to make plain what seems a real fault in the public was a for high schools. It

this conference is The Neglect of Higher Grammar and of English Idiom the Outlined Course for Public High

The only mention of grammar in the high school course, as we shall see ater, is in the first year of the four-

intel to your attention a definite suggestion for a change or subnite of public high schools.

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cipies underlying these simple irregulate, according to the present course of study. The fact that the broader movements of syntax or laws of language operate in English is seldom insisted on. With our ever-new crops of grammars, with their special devices and fresh wording, we are not only losing the good old nomenclature, but we are also coming to neglect and lock askance at the laws that operate in language. Just as we train the grammar school pupil to skip all difficulties by the help of diagrams, so we allow our high school gupils to skim all parsing with a superficial formula. There is no going beneath the surface to the roal meaning or value or function of the clause. The classic method in syntax is growing obsoiete, and we are sheping new ways of our own. It is not incomplete the very special devices the clause. The classic method in syntax is growing obsoiete, and we are sheping new ways of our own. It is not incomplete the very special devices the clause. The classic method in syntax is growing obsoiete, and we are sheping new ways of our own. It is not incomplete the very special devices the clause. The classic method in syntax is growing obsoiete, and we are sheping new ways of our own. It is not for lack of "De Riter has had a novel published. I have a complete the very special devices of the real meaning or value or function of the clause. The classic method in syntax is growing obsoiete, and we are sheping new ways of our own. It is not for lack of "It is in vain that may not be shaken off through that we read the English classics and teach the story of our idiomatic recognize the flavor of our different transfer of the color of the capture of the expressions pecularly:

"It is in vain the special devices the history of our idiomatic recognize the flavor of our different transfer of the capture of the expressions pecularly our own. It is not for lack of with their light perfect the proper text-books suitable to this grade that this omission of training the book had something in the proper text-bo

or even just, but they are significant. One may say that to "know English" or to "write correct English" is hardly to be expected at this stage, but may be hoped for only as the sufficient reward of a completed college education. But the fact remains that there is something left to be desired in the results of our high school work, both from the view of the exacting college professor and according to the more moderate istandards of the requirements of the newspaper printing office. It is my belief that this shortcoming is due partly to the neglect of training in the essential laws of language and in the sessingial laws of language and in the sessingial facts of idiom.

What I have to say falls naturally under three heads, and I shall, there—

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mar; classics. Second Year-Rhetoric and composition; classics.
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Fourth Year—Composition history of American literature; classics.

If my time were not limited I should hazard an opinion as to the proper time for the study of literature in this course, now that we have had such adequate experience of the "classics" method in our schools. There may well be difference of opinion about this, however, and I shall hold to my topic. If we have found two specific omissions in this course—the higher grammar and English idiom—is it possible to include this work in the regular course? There is no suggestion of adding to the course, as it is already as full as is advisable. The only method practicable\* is that of substitution. What may we omit without loss?

My point of attack—or suggestion.

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STRONG APPEAL

Principal of South Hill High School Points Out Value of

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stitution. What may we omit without 1088?

My point of attack—or suggestion—is the rhetoric of the second year. In my opinion, this year of rhetoric is merely a stop-gap, and may well be omitted without loss to the student. Whatever the theory may be, it is a fact that many of the students of the second year of the high school course are not ready for rhetoric. Instead of a smattering of rhetoric for this year, would it not be well to follow up the theory and the second year of the high school course are not ready for rhetoric. Instead of a smattering of rhetoric for this year, would it not be well to follow up the first year with our higher grammar and idom as a preparation for the first year with our higher grammar, and idom as a preparation for the rhetoric of the third year? Such work, definits and exact, would give an adequate knowledge of the science of grammar, before the study of the art of rhetoric. This course would have a tonic influence and insure a more mature yiew.

How the fittle Board may regard this substitution I do not know. The work outlined by them comes with high authority, and I do not presume to say that they have not given us the best course in theory. But as a teacher lof practical experience, and as a fairly

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Among the very interesting papers read at the Education Conference here last winter was one by Mr. T. W. Ozdin, principal of the South Hill High School.

Mr. Ozdin's subject was "The Value of Local Teachers' Associations," and he treated it in a most creditable manner.

His paper follows:

We are living in an age of specializations and of combines. This fact is apparent in almost every phase of our complex life—both intellectual and industrial. As a rule the physician is

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July 9, 1907.